TAMBORINE MOUNTAIN STATE SCHOOL
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement · Wellbeing and engagement · Culture and inclusion

School priority 1	LITERACY *To implement a systematic approact to literacy by monitoring classroom practice and student achievement data.*	Phase	O	School priority 2	NUMERACY (Number): Mathematics *To develop a whole school systematic approach to Math instruction by researching evidenced based approaches.*	Phase	I
Link to school review improvement strategy:	Further develop and monitor a systematic approach to quality assure that the agreed whole-school, expected practices are consistently implemented in all classrooms.			Link to school review improvement strategy:	To develop a whole school collaborative Maths Leadership Team to facilate, guide and research evidence based approaches to the teaching of mathematical modelling and problem solving across P-Year 6 in alignment with V9 ACARA Mathamatics Curriculum.		
Strategy	• InitiaLit Literacy Program P-2, PLD Program Y3-6			Strategies	• Establishment of Mathematics Leadership Team • Development of a systemic scope and sequence of Problem Solving strategies to be explicitly taught in Mathematics P-Year 6. • Integration of the teaching of Cognitive Verbs in the mathematics curriculum.		

Actions including Responsible officers

School priority 1 — Actions

- rofessional Development for all classroom teachers in Reading. EFI calendar shared with all teachers. Train-the- Trainer concept lead by HOD/C and STLAN.
- Parent information sessions (on site) and emails – The importance of reading to your child every day / share free online Decodable Readers & offer tips and advice for parents and carers to engage their child with reading.
- On going monitoring and support of Teachers and TA in stage 2 of implementation of the program and intervention.
- Daily observation of the work in action through learning walks and talks.
- Lead data tracking of behaviour change and monitoring data sets – STLAN (PLTs).
- Key data monitoring dates – screeners, cumulative reviews. Make critical adjustments as required.
- Triangulation semesterly review and celebrations.
- Annual triangulated dataset reviews:
  - SORD A-E English (Regression – 2023/2024/2025 1 year growth & D,E,N student faces on the data – unpack and analyse at an Executive level to be shared with teachers at PLTs)
  - InitiaLit and PLD diagnostic results to identify distance travelled (growth) and to identify any student regression.
  - Year 1 Phonics screeners (T1)
- DP-2, DP 3-6 and HOD-C responsible officers.
- Coaching of new teachers in P-2
- DPs and HOD-C responsible officers.
- Annual donation ($3000) from P&C to support the purchase of resources and reading books

Resources (priority 1)

- Targeted PD including SFD - off campus for Y3-6 PLD / on campus P-2 InitiaLit
- PLD & InitiaLit resources.
- TA time to support in-class implementation, data collection and intervention stemming from results.
- Reading through the Australian Curriculum
- Parent Information Sessions
- Visible Learning – Reading

School priority 2 — Actions including Responsible officers

- Professional Development for all classroom teachers in Mathematics. EFI calendar shared with all teachers. Train-the-Trainer concept lead by HOD/C and STLAN.
- Weekly observation of the work in action through PLTs.
- Lead data tracking of behaviour change and monitoring data sets – STLAN (PLTs).
- Triangulation semesterly review and celebrations.
- Annual triangulated dataset reviews:
  - SORD A-E Maths (Regression – 2024/2025 1 year growth & D,E,N student faces on the data – unpack and analyse at an Executive level to be shared with teachers at PLTs)
- DP-2, DP 3-6 and HOD-C responsible officers.
- Coaching of new teachers (Maths mentors)
- DPs and HOD-C responsible officers.
- Professional Learning including (not limited to)– Professional reading, online and/or face to face PD opportunities, exploration of networking opportunities with similar schools, watching others work
- Schedule regular sessions for Maths Leadership Team (MLT) to meet, ensuring the inquiry cycle is enacted through 2025 to inform priorities for 2026.

Resources (priority 2)

- PD: Designing Quality Assessment: Mathematics Masterclass (P-6)
- Visible Learning for Mathematics
- Desired outcomes: Teachers to deepen knowledge of Australian Curriculum: Mathematics, including the proficiencies and mathematical processes.
- Develop a shared understanding and language about quality assessment in Mathematics
- Unpack example assessment resources using DQA
- Engage with resources that support Mathematics curriculum and pedagogy capability building
- Numeracy Continuum

End Term 4

	Measurable outcomes					Measurable outcomes	
End Term 4	• 85% of P&1 students achieving at or above benchmark from InitiaLit. • 80% of students achieving at or above benchmark from InitiaLit • 90% of students in Years 3-6 achieving at or above PLD benchmark. • 93% of students achieving in English A-C or above and 45% of students achieving A/B Semester 2, 2025 • NAPLAN 100% meeting NMS in Literacy in Yr 3&5 Reading - Yr 3 Exceeding & Strong 75%, Yr 5 80% / Writing Yr 3 & 5 70% • 100% of teachers implementing the agreed practices and InitiaLit and PLD into all classrooms			**End Term 4**	Student achievement data that reflects relative performance in both AC and AB achievement. Opinion and Teacher feedback data that reflects growing levels of confidence. Rigor of diagnostic screeners to give reliable, actionable data. Growth in base line data across the year. Triangulation of existing data sets: LOA, NAPLAN and PAT	

End Term 4 — Success criteria (priority 1)

Behaviourally: Students will be achieving at or above Literacy benchmarks and will be able to transfer literacy skills across other KLAs.

Teachers will implement programs with fidelity and consistency. They will use data to inform explicit teaching and intervention practices.

Leadership team will support teachers to implement whole school Literacy programs and use the data to inform the next steps in the Action Plan.

End Term 4 — Success criteria (priority 2)

- Evidence based priorities formulated for the explicit instruction of problem-solving strategies and cognitive verbs in Prep-Year 6. i.e application of skills and understanding in mathematics in novel contexts.

A confident mathematics leadership team.
A systematic scope and sequence of problem-solving strategies P-Year 6.

Teachers will engage in research and program trials, providing feedback through PLTs.

Leadership team will support the mathematics leadership team in researching and identifying *a whole school systematic approach to Math instruction by researching evidenced based approaches.*
Explicit teaching of Cognitive verbs in the mathematics instructional routines.

End Term 4 — Artefacts (priority 1): Whole school A-E data capture (Sem 2 report) / InitiaLit and PLD diagnostic online data capture screener.

End Term 4 — Artefacts (priority 2):

End Term 1

	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	P-2 InitiaLit data to move from 10% (W1, T1) green to 50% green	**Behaviourally:** Students will experience success with the basic alphabetic code and confidence as a learner and engage in Literacy blocks as they develop confidence. Early Intervention strategies in P & yr 1	Term 1 progress monitoring in InitiaLit and PLD WARL and WARP screeners		**End Term 1**	Triangulation of existing data sets: LOA, NAPLAN and PAT (Year 3-6)	• Trial existing and/or new screening tools as effective modes for data collection (e.g. FNQ Diagnostics (need to be updated), Numeracy continuum monitoring tasks (P-Year2), Smart Lab diagnostics (Year 3-6) • Develop action plan	T1 monitoring of student assessment	Teacher feedback - PLT

	Increase in % of students working in Year level appropriate stages of PLD	Teachers will have co-teaching and coaching opportunities. Parent information session run in Term 1 Leadership team will quality assure the delivery of InitiaLit and PLD Teacher aides will provide additional support for students	WARL and WARP screeners						
End Term 2	P-2 InitiaLit data move from (W 10,T1) 50% green to 65% green Increase in % of students working in Year level appropriate stages of PLD 93% of students achieving in English A-C or above and 45% of students achieving A/B Semester 1, 2025	**Behaviourally:** Students will use decoding skills to decode and encode CVC words, CVCC words and be able to apply to this to extended writing pieces. They will engage with more complex Language and text types for understanding. Teachers will continue to build confidence in the delivery of InitiaLit and PLD. They will monitor students' progress and gaps individually, small group and as a cohort. Leadership team will continue to quality assure the delivery of programs and conduct Cohort PLT data chats. Individual data conferencing with teachers regarding students at risk of not reaching benchmark. Comparisons will be made between A-E English results and Literacy outcomes. .	Term 2 progress monitoring in InitiaLit and PLD Summative assessment data School collection of academic A-E data		End Term 2	Comparison of LOA Data Sem1 2024 – Sem 1, 2025	• Making informed decisions looking through the lens of the two Primary junctures: Starting Strong and Building on Foundations. i.e In Prep – Year 2; knowing each child and student's needs to support positive and confident transitions into and through school. In Year 3 to 6; know each student's needs through upper primary and as they prepare to transition to junior secondary. • Establishment and sequence of clear and explicit problem-solving strategies to be taught P-6 • Development of resources to support the explicit teaching of problem-solving strategies	Summative assessment data from mathematical modelling task. To be used as baseline data	Teacher feedback - PLT
End Term 3	P-2 InitiaLit data move from (W 10,T2) 65% green to 85% green 80% of students in Years 3-6 achieving at or above school PLD benchmark.	Students will use decoding skills to decode and encode CVC words, CVCC words and be able to apply to this to extended writing pieces. They will demonstrate their comprehension skills and engage with more complex language and text types for understanding. Teachers will review the delivery of InitiaLit and PLD. They will monitor students' progress and gaps individually, small group and as a cohort. They will continue to offer parent workshops. Leadership team will continue to quality assure the delivery of programs through cohort PLT and individual data chats.	Term 3 progress monitoring in InitiaLit and PLD Summative assessment data		End Term 3	Comparison of Triangulation of existing data sets: LOA, NAPLAN and PAT (Year 3-6) *Term 4*	• Making informed decisions looking through the lens of the two Primary junctures: Starting Strong and Building on Foundations. i.e In Prep – Year 2; knowing each child and student's needs to support positive and confident transitions into and through school. In Year 3 to 6; know each student's needs through upper primary and as they prepare to transition to junior secondary. • Trial of scope and sequence P-6 • Development of resources to support the explicit teaching of problem-solving strategies	Summative assessment data from mathematical modelling task. Term 4 Triangulation of end of year data sets	Teacher feedback - PLT

Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal _____   P&C _____   School Supervisor _____

Queensland Government